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ABSTRACT

Since the early 1600s, millions of people have came to the United States from all over the world. At that time, Native American Indians inhabited the land, but they too had come from elsewhere 30,000 years earlier. Why did they come and what was their arrival like? "Your Acting Company" (the class) has been selected to present a play at the Multicultural Festival in San Francisco (California). The play must be original and present the Ellis Island (New York) port of entry and include the symbolism of the Statue of Liberty (New York) to immigrants. Scenes from different ethnic groups that came in the immigration process are included. The teacher notes section establishes six tasks and details a five step process for student research: (1) provide an overview of immigration; (2) research immigrant identity; (3) research Ellis Island; (4) write story of immigrant; and (5) perform your play. The teacher notes section also gives learning advice; discusses evaluation; provides conclusion questions; suggests grade level/unit; addresses California history/social studies and language arts standards; information literacy skills; lesson purpose; addresses educational goals; suggests length of lesson; and lists supplemental resources and materials. (BT)

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Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World

They Came to America

Fifth Grade Activity by Susan Boilon

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http://score.rims.k.12.ca.us/activity/theycame/

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They Came to America

Since the early 1600s, millions of people have come to America from all over the world. At that time Native Americans inhabited the land but they too had come from elsewhere some 30,000 years earlier. Why did they come and what was their arrival like?

Your Acting Company has been selected to present a play at the Multicultural Festival in San Francisco. The play needs to be original and present the Ellis Island port of entry and include the symbolism of the Statue of Liberty to immigrants. Please include different scenes from the various ethnic groups that came in the "Big Waves" of immigration. Looking forward to your artistic expression of ***They Came to America.***

Teacher Notes

Task

1. Research reasons people came and patterns of where they came from.

2. Take on an identity of an immigrant. Research and complete story of identity.

3. Research Ellis Island and the Statue of Liberty.

4. Write script for play and make props.

5. Perform play

6. Write one page summary.

Step 1: Overview of Immigration

Create a knowledge chart with your class on what your already know about immigrants. Then break into groups and answer the following questions after researching the Internet links and using your textbook.

1. What is an immigrant?

2. What were the reasons immigrants came to America?

3. Name three groups of immigrants and tell when they came and what country they were from.

Choose a spokesperson and share your answers with the class. The teacher will record on the knowledge chart.

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Links for Overview

Immigration project http://www.bergen.org/AAST/Projects/Immigration/index.html

Us.Immigration into the United States http://www.familytreemaker.com/00000389.html

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Step 2: Immigrant Identity

Choose or have your teacher assign you a country your immigrant is from. Research using the Internet links. Take notes using the 5 W's(Who, What, Where, When, Why). Organize your notes into a notebook labeled with country, and your name. Draw a sketch of an immigrant from your country in cultural dress and sketch any ideas you have for props as you research.

Countries Research Links

Ireland

Potato Famine: http://avery.med.virginia.edu/~eas5e/Irish/Famine.html

Immigration:
http://www.k12concord.colonial.net/schoolweb/cmsweb/Immigration/mSutt.html

Immigration:
http://www.k12concord.colonial.net/schoolweb/cmsweb/Immigration/Jenk.HTML

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Irish clothes: http://www.netsolutions.ie/cleo/catalogue/index.html

Irish culture: http://www.seark.net/~sabra/ireland.html

Sweden

Immigration:
http://www.cesa10.k12.wi.us/Investigate-America/scandinavia/Sweden.html#1

Culture: http://www.americanwest.com/swedemigr/pages/emigra.htm

Germany

Brief statistics: http://www.familytreemaker.com/00000371.html

Reasons Immigrants left Germany: http://www-lib.iupui.edu/kade/adams/chap2.html

Settlers in MN: http://wms.luminet.net/demographics/german/Information.html

Russia

Brief details: http://www.familytreemaker.com/00000383.html

Letter: http://www.nauticom.net/www/maduro/russian.htm

Italy

Brief details: http://www.familytreemaker.com/00000375.html

Letter: http://www.k12concord.colonial.net/schoolweb/cmsweb/Immigration/Gran.html

Immigration:
http://www.k12concord.colonial.net/schoolweb/cmsweb/Immigration/Maro.html

Poland

Brief details: http://www.familytreemaker.com/00000381.html

Polish Art: http://dizzy.library.arizona.edu/images/folkarts/easteggs.html

Culture: http://www.libertynet.org/balch/polonia/preservi.html

Hungary

Brief details: http://www.familytreemaker.com/00000373.html

Story: http://www.hudsonriver.com/halfmoonpress/stories/0498hung.htm

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Step 3: Research Ellis Island

In your notebook label a new piece of paper. Take notes as you research these links. Two links are virtual tours. Remember you are going to be dramatizing these events so pay attention to the little details.

Ellis Island Virtual Tour http://www.capital.net/~alta/index.html

Port of Entry http://lcweb2.loc.gov/ammem/ndlpedu/activity/port/start.html

Pictures of Ellis Island and Immigrants
http://cmp1.ucr.edu/exhibitions/immigration_id.html

Make a Statue of Liberty

You will be making the Statue of Liberty as a prop. Some of the details about the history and the structure you will need to include in your play so take notes.

Statue of Liberty Facts http://home.sol.no/~kmeyer/statue.htm

Statue of Liberty by 4th graders
http://www.kusd.edu/s_projects/statue_liberty/statue_liberty.html

Poem of The New Colossus http://www.capital.net/~alta/Lazarus.htm

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Step 4: Write story of Immigrant

First read actual stories written by Immigrants

German Immigrant Story: http://www-lib.iupui.edu/kade/unit19/apen19-h.html

Diary of Voyage: http://curly.cc.utexas.edu/~churchh/nohlmigd.html#usa

Now, take on your identity of an immigrant. Fill out the planning guide and then write your story by adding details from your research.

Story Planning Guide: Adapted from Creative Teaching Press Theme *Immigration*

My name is (immigrant identity)

I am _____years old. I speak (languages)_____.

I come from_____.

In my country I was a _____(job or grade of student)

I lived with _____.

I left my country because_____.

I journeyed to America in (year)_____ on (name of ship)_____.

When I first saw the Statue of Liberty I said,_____.

Getting processed at Ellis Island was _____. This is what happened_____.

My hopes for a new life in America are_____.

In America, I plan to live in (city, state)_____because _____.

I will earn a living by _____.

America is different from my country in these ways:_____

Write your play

Next, in your group talk about an immigrants arrival in America and being processed at Ellis Island. Write a script for role-playing and dramatizing this event. Include why, when and how your group came to America. Dramatize being processed on Ellis Island and include how you felt when you saw the Statue of Liberty. Possible characters in your play: immigration official, narrator, immigrant papa, mama, child. Possible props: train ticket, passport, ID tag, Statue of Liberty with Colossus poem written. Cultural dress for immigrant family may include hats, scarves, aprons, jackets etc. You may want to record patriotic music for scene changes or background for the narrator.

Step 5: Perform play

Have all your props and costumes ready . You will need to be able to quickly change your props between each group's scene so be sure you have practiced this in action. Have your play written with each character's lines so your teacher can prompt you if necessary. Be an attentive audience so you will have all the information for your "one pager".

Step 6: What did you learn? Write one page summary.

Write "one pager" on why immigrants came, patterns of immigration throughout America's history, procedures immigrants followed at Ellis Island, history of Statue of Liberty and the symbolism of it in the immigrant experience. Mount your "One Pager" on black construction paper and decorate the border around it with starbursts symbolizing fireworks.

Fun Extensions if time permits:

- Heritage Fair Day: Make and display family trees of class members. Create mini-museums for samples of family treasures. Have a multicultural lunch with foods from many countries. Decorate class with flags of different nations represented.
- Memorize poem "The Great Colossus"
- Write biography of your Immigrant after they were processed at Ellis Island. What happened to them? Where did they settle? Did they get a job? Have they been accepted in America?

Learning Advice

You will be collecting a lot of information, so it is important to stay organized. Write down your main ideas, sketch pictures, or print one page from each site you visit. Keep you material in a group folder or one of your own. Use your time wisely at the computer so you can find all the necessary information in the time allotted. Do your best at memorizing your lines but if you forget you can always adlib to keep the flow of the play going. Have the idea of what you are dramatizing always in mind so you can stay in character and be convincing.

Evaluation

Play: As a class, you will work with your teacher to develop a rubric based on the following criteria:

- Amount of research reflected in your play
- Historical accuracy of your events
- Visual appeal of your props and costumes
- Play is organized to tell the story
- Well-performed play
- Positive contributions to your group

One-Pager: Will be evaluated on completeness of each question answered and the details provided. Notes may be turned in for 5 points credit.

Conclusion

Class Discussion Questions

- Do immigrants still come to America?
- Do they come from the same countries or from different nations?
- Is the process of entering the U.S. the same?
- How are immigrants treated by other Americans in our town?
- Do you think the U.S. should restrict immigration?

Teacher Notes

Grade Level: Grade 5 U.S. History & Geography: Making a New Nation

Unit 8 Immigration

Standards

H/SS Standards Grade 5: Students examine the contributions of the different groups that built the American Nation. Students will identify the successive waves of new immigration , understand their attraction to America, and study the importance of Ellis Island. Students will reflect on the symbolism of the Statue of Liberty and read the poem, "The New Colossus".

Language Arts Standards Grade 5

Listening and Speaking: Standard 1: Students deliver focused, coherent presentations that covers ideas clearly and relates to the background and interests of the audience. They evaluate the content of oral communication.

Written and Oral Language: Standard 1: Students write and speak with a command of standard English that is appropriate at each grade level.

Writing: Standard 1: Students write clear, coherent, and focused essays. Students exhibit awareness of audience and purpose.

Information Literacy Skills:

Students will collect, analyze, and evaluate sources.

Students will compare information collected.

Students will summarize information, organize information, and present in their own words.

Lesson Purpose

Gather information on the main ethnic groups that came to the United States in the big waves of immigration. Research the port of entry, Ellis Island and the Statue of Liberty. Produce a presentation of information and concepts gathered.

Goals:

- Experience using the Internet as an important research tool.
- Appreciate the use of role-playing as an effective learning tool.
- Gain an understanding of why immigrants came to America.
- Identify patterns of immigration throughout America's history.
- Explain procedures immigrants followed at Ellis Island.
- Recognize the symbolism of the Statue of Liberty in the immigrant experience.

Length of Lesson: Approximately 2 weeks

One period for knowledge chart and overview.

Three 45 minute periods for research.

Three 45 minute periods for play preparation.

One-two hours for play presentations.

Supplemental Resources and Materials:

Nonfiction

Smith A.G., *Statue of Liberty and Ellis Island Coloring Book,* Dover Publications, 1985

Smaridge Norah, *The Tallest Lady in the World,* Weekly Reader Books, 1986

Perl Lila, *The Great Ancestor Hunt,* Clarion, 1989

Freedman Russell, *Immigrant Kids,* Scholastic Inc.

Fiction

Bunting Eve, *How Many Days to America?, New York: Ticknor and Fields, 1988*

Cohen, Barbara. *Gooseberries to Oranges,* New York: Lothrop, Lee & Shepard, 1982

Cohen, Barbara. *Molly's Pilgrim,* New York: Lothrop, Lee & Shepard, 1983

Lord, Bette Bao. *In the Year of the Boar and Jackie Robinson,* New York: Harper & Row, 1984

Talbot, Charlene Joy, *An Orphan for Nebraska,* New York: Atheneum, 1979

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